MAR 22 1927

EDITOR'S REPORT OF DALLAS CONFERENCE

Journal of EDUCATION

BOSTON, MASS.
Vol. CV. No. 12

March 21, 1927

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A. E. WINSHIP and A. W. BELDING, EDITORS

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Gloriously Sociological

A PROMINENT daily paper in an editorial leader criticised the Dallas program because it was sociological rather than pedagogical, saying that the business of the school was to teach school subjects.

A convention discussion of the best way to teach the least common multiple is as senseless as to discuss the best way to dip tallow candles. There are as many psychological ways of teaching spelling or penmanship as there are brands of cigarettes or breeds of dogs. Publishers of one psychological method of teaching phonics can have a breakfast discussion of its psychological method of teaching phonics, but if even one other psychological method of teaching phonics should be allowed at the breakfast there would be a rumpus, and if representatives of three psychological methods of teaching phonics were there, there would be a riot.

The Dallas program was the safest and sanest we have known. It was focused on how to have the schools develop manhood and womanhood that would function in the health of individuals and of communities. It reported on the school success in absolutely eliminating some preventable diseases, in reducing deaths from automobiles by safety crusades, in increasing the use of soap fivefold, in preserving teeth tenfold, in eliminating crudities in the speech of all native and foreign-born children and adults, in reducing profanity and vulgarity to the vanishing point in semi-decent society, in purifying water supply, in sterilizing milk, in improved legibility of writing and correctness of spelling, in more skilful reading and in more effective speaking.

The Dallas program had less of fussing and puttering than ever before, was more discriminating between things good but good for nothing and things good for something, than we have ever known. There was practically no time wasted in listening to stale jokes and antiquated stories, and literally none of the effete haranguing of egotists. It was gloriously sociological rather than ingloriously pedagogical.

Boston Hotels for 1928

BOSTON will have more of the latest best in hotels of any city in the United States in 1928. The new Statler hotel, which was opened on March 10, 1927, is the best Statler hotel in the country, which means that it is the best hotel in the country. It has cost $19,000,000, and is the latest word in every respect. Mr. Statler has given it his personal attention from the start, and will continue to see to it that it functions ideally in every way. Aside from this famous hotel there will be an elegant new Parker House, the Bellevue has already doubled its size and been modernized to the limit. There is a vast new University Club and a new Elks Club. These merely add to the time-honored and admirably-managed Copley-Plaza, Somerset, Touraine, Adams House, Essex, Brunswick, Westminster, Vendome, Lenox, Commonwealth, Avery, Copley Square, and several other sizable and attractive hotels. No city in America surpasses Boston in hotel accommodation, all within walking distance of one another.

—

The Lone Star State

TEXAS, all of Texas, did nobly as host to the best meeting the Department of Superintendence has ever enjoyed. State Superintendent S. M. N. Marrs was the state leader as Superintendents N. R. Crozier of Dallas, M. H. Moore of Forth Worth, and W. T. Doggett of Denton were locally. The State University and other educational institutions were devotedly attentive professionally. Every city and county superintendent of the state was enrolled and was present at Dallas. We can think of no state that has magnified its opportunity to be the host quite as much as did Texas.

We are sure that there has never been a meeting when so many of those in attendance were as much surprised at what they learned of geography as this year.

Many of those in attendance from the East and Northeast had never seen Atlanta, Birmingham and New Orleans before, and many of those from the Middle West had never seen the Hot Springs before. It was really a great lesson in geography to thousands of the school men and women.

—

John Henry Kelley, executive secretary of the Pennsylvania State Association, receives a salary of $10,000, which heads the list of state secretaries, and was more than Secretary Crabtree of the National Education Association received before the Board of Directors at Dallas raised his salary to $10,000.

N. E. A. Management

THE DALLAS meeting will be remembered by the headquarters staff longer than any other winter meeting, since it is the only winter meeting when the Board of Directors, under the lead of the president of the National Education Association, demonstrated its appreciation so satisfactorily as in 1927. Secretary Crabtree's salary was made $10,000 amid universal rejoicing and appreciation, and several other devoted associates of the secretary had an advance of $500.

Appreciation in words is always acceptable, but it has a better ring when it suggests an increased bank account. The real joy of this financial appreciation of Mr. Crabtree is the fact that the famous prosperity has come in his day. His guiding hand has been at the helm every day since the transformation began. His vision has always functioned in every emergency and opportunity, and it is glorious that he has lived to see an association that can appropriate a quarter of a million dollars safely, and has the conscience to appropriately appreciate the part he has had in the creation of a quarter of a million income and more.

A Presidential Paragraph

FROM a letter sent personally to the members of the Department of Superintendence we quote one paragraph:—

"I hope you will like the program. I have done my best to build a well-balanced general program around a few great central themes: character, citizenship, national duty, international good will, with a good opportunity for a consideration of problems of administration and a variety of educational topics for Monday, Tuesday, and Wednesday afternoons. I have sought for new voices; a nation-wide representation with a few of the dear old folks who have not been heard on recent programs; have given a larger recognition to women, and have asked every speaker on the general program to speak from the heart rather than to read from the head. I think there will be only one paper read during the entire week, that of Mr. Green, president of the American Federation of Labor, who finds it impossible to attend, but who will send to be read what he would say if he were present. There may be one other, but that will be the limit of the papers to be read at the ten general sessions. There are only five or six states that will not be represented in some manner on the general, sectional, or departmental programs of this meeting."

Belding's Page

TEACH LIFE VALUES

STUDENT suicides may be less numerous than in the past, as seems to be shown by statistics. But there are too many of them, and every one that does occur should be traced to its causes whatever these may be.

Youth is apt to neglect religion because youth is so abounding in life and resources as to think, oftentimes, it is prepared for any eventuality. The small boy who declined to say his prayers in the morning because he could "take care of himself in the daytime," is an illustration of the confident, happy-go-lucky tendency of youth—until something happens that puts him up against a major problem of life—and he is baffled, helpless and hopeless. That is one thing which may explain student sucides. Another is possibly the materialistic teaching of science which is given by professors who are themselves adrift without an anchor.

An abnormally large suicide rate in any given institution should set its faculty to the task of self-examination.

PROPAGANDA VS. EDUCATION

PROPAGANDA is not education. For education must be founded upon truth and open to all truth. Propaganda rests upon half truths. It consists in the skilful presentation of one side of a case.

Educators sometimes make the mistake of turning into propagandists. They arrive at certain conclusions which they believe to be the correct ones. Then they identify themselves with some organization which endeavors to crowd these conclusions down men's throats. And in its zeal to do that crowding, the organization seizes any implement which may serve.

High-minded men and women often lend themselves to movements which have a worthy purpose but are not conducted worthily or even honestly.

If educators must go in for advertising the truth they ought also to accept responsibility for the integrity of that advertising.

BLAMING "TOM SAWYER"

A BOY who set fire to a schoolhouse said he had caught the idea from reading of a similar procedure in Mark Twain's "Tom Sawyer." Which reminds us that this particular book wasn't written with an educational purpose. Some books are not. Some books which are freely recommended to children are safer and more enjoyable to grownups. "Tom Sawyer" doubtless has its merits as a book for boys. Not all boys find it interesting. Adults like it because it reminds them of the boys they used to be—the boys they still are if only they had the means of expressing boy nature now. "Tom Sawyer" is not to be recommended for adoption as personal vademecum and Bible by any boy. It wasn't written for that purpose, any more than "David Harum" and a number of books that are highly entertaining. Thrown in for good measure with plenty of other books, an occasional book that is just amusing does little harm. By way of proof—just note the number of schoolhouses unscorched.

CULTURAL WAGE

A SHORT time ago we heard much of "a living wage." That has been attained by most Americans now, and we begin to hear about "a cultural wage."

The expression is a good one. It suggests that toilers who attain a wage level above what is required for creature comforts will commence to invest in those things which minister to the higher nature.

A cultural wage is one which should enable a man to provide his children with all the education they can make proper use of. Increased enrollments in higher schools and colleges tell a true story of the coming of a cultural wage, to this extent. But part of this increase is at the cost of a diminishing family unit.

A cultural wage implies a growth of intellectual interest on the part of adults as well as young people. To this end the shorter hours of labor are an aid, as well as higher wages. A love of learning is a hard thing to disseminate among people who are exhausted in mind and body after long hours in mill or office.

A cultural wage would be of little effect unless accompanied with a cultural desire and purpose. But signs of such interests are visible on every side in these days.

In New Zealand they have an expression for the thing which happens when a man gets a job with the government. They say he has "government stroke." New Zealand has no monopoly on this form of paralysis. The only cure for it, wherever it occurs, is a more enlightened conception of one's relation to the municipality, state and nation, backed by proper training in the exercise of civic virtues.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

Self-Examination Necessary

To the Principals:—

One of the severest tests of the value and efficiency of an administrative organization is to check up and make a list of the things the administrators do during their working hours for a period of one week. Such a record when carefully compiled and properly interpreted shows clearly the strong points and the weaknesses of the organization.

Do you spend your time and the time of your assistants in attending to details that could just as well be looked after by others?

Do you and your assistants do over again the things that have already been done by others?

Do you and your assistants make a distinction between the essential and the non-essential things in administration?

Do you and your assistants use preventive methods in the treatment of errors and poor results in administration and supervision when possible instead of curative methods?

In order that I may make plain the trend of my thought, I will cite one or two things that apply to a consideration of some of the questions suggested:—

Classroom teachers receive Junior Aid contributions. They count the money and send it to the office or deliver it to a representative of the office together with a statement of the amount. Why count it again in the office? To do so is to repeat work already done.

Teachers receive the banking money. They count it and turn it over to a representative of the office with a statement which has been checked up. Why count it again in the office?

The main part of a supervising principal's job is supervision of instruction. In order to do supervision of instruction as it should be done, the principal must devote a large amount of time to classroom visitation.

How much time do you devote to classroom visiting?

Is a large amount of your time outside of classroom visits devoted to details of administration rather than to problems of instruction?

I suggest that you keep a record of the things you do for a week, and that after you have compiled your data, you answer those questions for your own guidance.

The Teacher

BY SARAH WILSON MIDDLETON

"She was a teacher,
Very many years,"
He said to me,
"And if she wearied
Of the daily grind,
We never knew,
For she kept smiling—
As school teachers do:

"And I cannot recall
Just what she taught,
Nor what her methods were
That brought
Achievement to us
In that school of yore:

"It has been long—
Those days are far behind;
Dim is her face,
Nor do I know
The color of her eyes, her hair,
Nor whether she was plain,
Or passing fair,
And though she stood each morning
At the door,
I cannot recollect
A single dress she wore:

"But one thing lives—
A memory as radiant
As the Sirius star
That hangs beneath Orion
On the wall of space,
And takes its shining way
Across the winter sky,—
A silver thread,
That will, forevermore,
Its pattern trace
Upon the scroll of years
As they unwind,—
The one thing I remember,—
She was kind!"

—The Christian Science Monitor.

Dallas Conference

Journal Editor's Observations Upon the Notable Meeting of the Department of Superintendence, National Education Association, February 28 to March 3

By A. E. WINSHIP

Dallas

IF ANYONE at Dallas thought it was a mistake for the Department of Superintendence to go to Texas for this meeting we failed to find him or to find anyone who had found him. There has never been a more successful meeting of the Department than the Dallas meeting from any standpoint. There has never been so large a winter meeting as well taken care of by the hotels as in 1927. The hotels are all modern, have all luxury conveniences, and are hospitable to the limit. The prices were reasonable for rooms and table. Every Texan was delighted to have so many guests from so large an area, and they manifested their satisfaction charmingly.

All Texas was pleased to have so many prominent educators present, and the superintendents had a royal Texan welcome. This was especially manifested when the Texas superintendents and other local educators took assignments at Forth Worth and Denton, leaving the Dallas hotels for guests from other states.

Dallas was a surprising revelation to those who were unfamiliar with that noble city. No city in the New World has so many skyscrapers, real skyward buildings, with a 1920 census population of 160,000. There were some North Atlantic persons who wondered why they went so high when there was so much room on the ground, but it all made Dallas very impressive.

The residences, parks, and boulevards were as surprising as the other big things in Dallas, and the size of the congregations at church services and Sunday schools on Sunday called forth interesting comments.

The weather was scarcely tropical, but we all had mufflers on our lips as we read of snow storms that terrorized the home folk from Colorado and New England. When we read that North Carolina was digging herself out of the snow drifts, and the gales were piling sailing vessels up on the New Jersey coast and on Cape Cod, we thought a Texas northeaster was not even uncomfortable. We had a bit of anxiety lest we give Texans a worse climatic experience in Boston next February than they gave Bostonians in Texas this February.

The press of Dallas broke all records, surpassing even the attention Cleveland gave the Department; much better than Washington gave us last winter; there was not a discourteous sentence in any paper, and no attempt to breed professional discord.

No city has given the Department such an auditorium or such an exhibit palace, but that was not a Dallas courtesy. That was a Texas contribution, because both auditorium and exhibition hall are there for the Texas State Fair, and the Texas State Fair is almost a national exposition. We have had two opportunities to enjoy a Texas State fair, and in no other state have we seen anything comparable to it. It was such a luxury to have a vast auditorium with a stage on which two hundred and sixty-eight members of an orchestra could perform in comfort on a rising platform so that even the row of harps in the rear could be seen by everyone of the thousands in the auditorium. And the broadcasting equipment made it easy for everyone to hear distinctly every speaker.

The only out about the Dallas meeting is the fact that some members of the Department missed it and can never be made to appreciate the immense success of the winter meeting of 1927.

R. J. Condon's Program

THERE were, as always, many side programs, but the program of the president is always of highest importance, which was especially true of the program of President Randall J. Condon, which was all in all the most importantly interesting or interestingly important that we have ever enjoyed, and we have not missed a meeting of the Department of Superintendence in forty-one years. There has never been a near failure in any program of the Department in forty-one years, but some have stood out in a commanding way, due to some feature of universal interest, and there has been no meeting in these years that does not stand out in memory as clear as crystal. Sometime we may take the time and

space to characterize each of these meetings.

It would be easy to show some things lacking in Dr. Condon's program as, for instance, such high spots as Dr. Ballou had at Washington when he presented such speakers as President Coolidge, Secretary Hoover, and ex-Governor Lowden, but the triumphs of the Dallas program were so many and of such compelling significance as to dim the missing links.

Never before were there two hundred participants on the general program, each of whom was a live wire, professionally; each bringing a message that represented either a noble conviction or an account of an important crusade achievement.

Never before were there thirty women on the general program, and never were there such a group of women on any general program as Sarah Louise Arnold, Dr. Helen Thompson Woolley, Flora J. Cooke, Helen Parkhurst, Emily Griffith, Mrs. Helen Field Fischer, Florence Hale, Inez Johnson Lewis, Ada York, Olive M. Jones, Mary F. Mooney, Sue M. Powers, Gertrude Flint, Ruby Latimer, Jane A. Neil, Marie Gugle, Mary R. Clark, Mabel R. Fernald, Helen Watson Pierce, Mrs. Percy V. Pennypacker, Louise A. Merrill, Anna D. Hansberger, Helen C. Goodspeed, E. Ruth Pyrtle and Lillian Peek.

Never before were there seventy-five places on the general program occupied by city superintendents, with a third other places occupied by county superintendents, assistant city and county superintendents, and principals. More than one hundred and twenty-five places on the vast program were occupied by men and women in actual administrative service, and they were men and women eminent in achievement.

Never was there so much of vision and so little that was visionary.

Never was there so little time wasted in listening to professional faultfinding.

Never was there so little time wasted in antique story-jokes.

It was a wholesome and impressive program by men and women with achievement records in which everyone was interested.

His introductions of speakers were works of art. They were uniformly brief. Not one reference to a speaker could have been used in the presentation of any other speaker, an achievement we have never known to be true of any other presiding officer.

Sometimes he made no introductions. There were, for instance, eight speakers on a given topic. The time limit of each was ten minutes. Their names were on the printed program. They stepped forward as their turn came, and if one was not through in ten minutes the gavel was used emphatically. It was the most effective treatment of a subject by eight speakers we have ever known.

There was no notice given from the platform that was not officially vital. There were no circulars given out in or about the building. The audience of several thousands was always quiet, always respectfully attentive to every speaker. We have never known its equal for so many sessions. The personality of a noble leader was in evidence in everything all of the time.

Associate Programs

THERE were many important associate programs several of which almost rivaled the general program, they were so important and interesting.

The National Council of Education, Henry Lester Smith of the State University of Indiana, president, always deals with vital professional questions.

Department of Elementary School Principals, E. Ruth Pyrtle, Lincoln, Nebraska, president, had three notable sessions with attractive addresses by Henry Turner Bailey of Cleveland, Mary McSkimmon of Brookline, Massachusetts, president of the N. E. A. last year; Francis G. Blair, president of the N. E. A. this year; Anna Laura Force of Denver; Superintendent M. C. Lefler, Lincoln, Nebraska; Elizabeth Hall, Minneapolis; Jessie M. Fink of Grand Rapids; Eva G. Pinkston, Dallas; Dr. Fannie Fern Andrews, Boston; Dr. Augustus O. Thomas, of Maine; Annie C. Woodward, president, State Association of Massachusetts; W. T. Longshore of Kansas City, Missouri; and President Randall J. Condon of Cincinnati.

Department of Secondary Education, Charles E. Keyes, Oakland, president, whose program took a wide range, had each subject forcefully presented: "Character Training Through Regular School Work," "Attitude of Teachers Toward Character Training," "Character Training as a High School Problem," "Character Training Through High School Student Activities," "Homogeneous Grouping of High School Students," "Qualities of a Great Teacher," "The High School of Tomorrow," "Philosophy of Extra-Curricular Activities," "Civic Value of Extra-Curricular Activities," "Literary Appreciation Through Creative Work," "High School Supervision," "Student Counseling," "Student Appraisement of the Teacher," "Teaching How to Study," "Student Adjustment," "The Graduation Output," "Meeting Human Needs."

Department of Rural Education, Julian E. Butterworth, Cornell University, president.—The problems were vigorously handled by those who are dealing with them. They were from

the United States Bureau of Education, by state supervisors of rural schools of Arkansas, Louisiana, Minnesota, North Carolina, Pennsylvania, Ohio, Kentucky, Kansas, Michigan, and Texas, with College and University specialists of Peabody College, University of Wisconsin, Ohio State University, Cornell University, University of Oklahoma.

Department of Vocational Education, Howard L. Briggs, Cleveland, president.—The subjects were eminently practical and were treated by specialists, among whom were O. H. Day, Kansas City, Missouri; O. H. Hughey, El Paso; L. H. Dennis, Harrisburg; C. L. Bailey, Pittsburgh, Pa.; William S. Taylor, State University of Kentucky; and Edwin A. Lee, State University of California.

Deans of Women, Dorothy Stimson, Goucher College, Baltimore.—The problems were those with which the speakers are definitely dealing. Mrs. Frank B. Gilbert of Montclair, N.J., spoke of "Marriage, a Career, and the Curricula." Blanche Tilling of the University of Wisconsin spoke on "Campus Health."

City Teacher Training, Elizabeth G. Breckenridge, Louisville, president.—The speakers were leaders in education: Frank Webster Smith, Paterson, N.J.; W. W. Charters, University of Chicago; E. George Payne, Ambrose L. Suhrie, and John W. Withers of New York University; Louis A. Peckstein and Ruth Streitz, University of Cincinnati; Warren E. Bow, Detroit; Edwin W. Adams, Philadelphia; Anne M. Goding, Washington, D.C.; John W. Shepard, University of Chicago; Charles W. Hunt, Cleveland; Louise Robertson, Louisville.

Educational Research, W. J. Osburn, Madison, Wisconsin, president, had two open sessions and three closed sessions.

National Association of High School Inspectors, Avery W. Skinner of Albany, N.Y., president.—This was one of the most elaborate programs of any of the associate meetings, with twenty-five assigned speakers.

National Council of Kindergarten Supervisors and Training Teachers, Alice Temple, University of Chicago, president.—There was but one session, but the speakers were as eminent educators as any at the Dallas meeting: Dr. Charles H. Judd of Chicago University; Ernest Horn, Iowa State University; and Patty S. Hill, Columbia University.

National Council of Primary Education, Lucy Gage, George Peabody College, National president.—On this program were four of the notable leaders of the Dallas meeting: Flora J. Cooke, Hughes Mearns, Bird T. Baldwin, and Lucy Sprague Mitchell.

National Council of State Superintendents, S. M. N. Marrs of Texas, president.—This winter meeting is never as well attended as the summer meeting because many legislatures are in session. This year there was an unusual number of faces missing. Three state superintendents retired of their own choice, one by legal limitation, and five were retired. Even this was not a serious matter as compared with olden times. Only one of these retired state superintendents was east of the Mississippi river.

Significant Subjects

THERE has never been grouped such a range of vital, significant and timely educational subjects as those which Dr. Randall J. Condon prepared for the Department of Superintendence. Here are eighty-five of the subjects skilfully treated by more than two hundred men and women directly interested in having the schools serve America civically, socially, industrially, educationally and religiously. It is a liberal education to read these subjects and see their bearing upon the future of America.

"National Ideals," "The Birthright of American Children," "Recent Developments in Pre-school and Parental Education," "The Nursery School, Its Uses in Pre-school and Pre-parental Education," "Materials and Methods in Parental Education," "The Part of the Public Schools in Pre-school and Parental Education," "National Aspects of Sight Saving Class Work," "Schoolroom Lighting," "A State's Educational Program for Light Saving," "The Need of Music Education," "A New Evaluation of Music in the Curriculum," "An Appraisal of the Value of Safety Education," "The Extra Curricular Side of Safety Education," "The National Program of Educating Crippled Children," "Vocational Training of Crippled Children," "Discovering Latent Abilities in Children," "What Constitutes Scientific Supervision," "Effective Methods of Supervision," "The Way the Scouts Are Working in the Public Schools," "The Girl Scouts in the Public Schools," "The Camp Fire Girls' Contribution to the School Program," "Visual Instruction in the Primary Grades," "Visual Instruction in the Social Sciences," "Results of School Health Programs," "Optimum Atmospheric Condition in the Schoolroom," "Home Economics in School Should Function in the Homes," "Home Economics in the Junior High School," "The Long Look in Home Economics," "A Daily Radio Program in Public Schools," "Radio as a Means of Publicity for Public Schools," "Educational Value of the Radio," "Platoon Schools in West Virginia, in Spokane, in Portland, Oregon, and in Tyler, Texas," "The Exhibit in Applied Art," "The Exhibit of

School Architecture," "The Exhibit of School Interiors," "Improvement of Interior Schoolroom Arrangement," "The Password to the Door of Understanding," "The Evolution of a Substitute for War," "Eight Educational Ideals and Their Achievements" "The Effect of Leisure Time Occupations Upon Good Citizenship," "Casual Relationship Between Athletic Standards and Academic Standards," "Relation of School Discipline to Business Efficiency," "Right Ideas and Ideals as Related to Conduct," "Problems of Educational Supervision," "The Philosophy and Administration of the Winnetka Technique of Individual Instruction," "The Philosophy and Administration of the Dalton Plan," "An Administrative Appraisal of Programs of Individual Instruction," "Educational, Vocational, and Social Guidance from the Viewpoint of the Superintendent," "Classification and Guidance in the Junior High School," "Is There a Noticeable Shift Away from 'Mere Authority' in Religious Training? In Good Citizenship? In Personal Selection? In Quota of Pupils per Teacher? In Rating of Teachers?" "Administrative Duties of Assistant Superintendents," "Harmonizing of Education and Business Interests," "Preparation and Presentation of School Budgets," "Co-operative Plan for Teacher Training," "Measuring the Preparation of Teachers," "Elements of Strength and Weakness in Teacher College Products," "The Place and Function of the Junior High School," "Articulation of Junior and Senior High Schools," "American Culture and the Reconstruction of the School Curriculum," "The Social Studies as the Core of the Junior High School Curriculum," "The Lowest Fourth: Their Educational, Social, Civic and Vocational Welfare," "Education and Employment," "Child Labor and Social Welfare," "Education the Door of Opportunity," "The Objectives of Junior High School Education," "Health Curriculum in Junior High Schools," "The English Curriculum in Junior High School," "The Natural Science Curriculum in the Junior High School," "The Social Science Curriculum in the Junior High School," "The Mathematical Curriculum in the Junior High School," "The Foreign Language Curriculum in the Junior High School," "The Fine Arts Curriculum in the Junior High School," "The Practical Arts Curriculum for Boys in the Junior High School," "For Girls," "The Home-making Curriculum in the Junior High School," "Spiritualizing the Curriculum," "A Program of Character Education in the High School," "Health Education as Character Education," "The Garden in Character Education," "Personality in the Development of Efficient Citizens," "An Understanding Citizenship Through Adult Education," "The Face at Our Window."

If Dr. Condon had done no more than select these subjects he would have rendered the profession a noble service.

The Exhibits

NOWHERE else has there been such an opportunity for either commercial or educational exhibits. This year there was a formal and highly creditable official opening, Frank Bruce of the School Board Journal, Milwaukee, presiding, with an opening address by President Condon. The Messrs. Bruce render the greatest service to the Department of Superintendence of any exhibitors in their daily issuance of the Bruce Bulletin, in which all who register are listed and classified. The placing of Frank Bruce as the first to preside over any official functioning of the week is tardy official recognition, but highly deserved.

There were nearly three hundred commercial booths, each of which was well located and available for effective displays.

School Arts Exhibits

THERE were more than seventy cities of Arizona, California, Colorado, Florida, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New York, North Carolina, South Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, West Virginia and Wisconsin exhibiting.

Pennsylvania had nine cities exhibiting, and California and Ohio, six each. There were also several general exhibits such as sight-saving, vocational education, schoolroom interiors, schoolroom equipment, and printing. Most elaborate of all was the platoon or work-study-play school.

Never has there been anything comparable to the school arts exhibit. The space devoted to these educational exhibits was more than half as great as that used for the commercial exhibits.

County Superintendents

THE county superintendents had an exceptionally important part in this meeting, largely because Mark Keppel of Los Angeles County was the directing factor. Los Angeles County is one of the most interesting units of action in the country. It is educationally more progressive in the creation of colleges and universities, in magnifying all sorts and conditions of senior and junior high schools, elementary schools and every variety of kindergarten. Los Angeles County has 100 per cent. efficiency in health work and wealth (thrift)

work, in civic creations, in all conceivable functioning of practical arts, and Mark Keppel has had more to do with the budding and blooming and ripening and harvesting of all this than it has been the privilege of any other county superintendent to have, because his county has grown more in population and in speed of progress in his long administration than has any other county that we have known.

There were at the Dallas meeting many county superintendents with the thrill of country life achievement, among whom was George Howard of Rowan County (Salisbury), North Carolina, whose message on the general program was one of the events of the week; Ada York, of San Diego County, whose recent nomination and re-election was brilliantly spectacular; Mrs. Inez Johnson Lewis of El Paso County (Colorado Springs), whose record of progress with schools in territory greater than some states has been phenomenal; and over and above all Kate Wooffer of Laurens County, South Carolina, the first woman ever elected to a superintendency in that state, and the only woman ever re-elected.

There were also county superintendents on the programs from Texas, Arizona, Oklahoma, Louisiana, Michigan, and Arkansas.

Commissioner Tigert

THE regrettable absence of United States Commissioner of Education Dr. John J. Tigert for the first time in his official capacity was satisfactorily explained by ex-Commissioner Claxton, who showed how important is to be the conference at Honolulu, attendance upon which caused Dr. Tigert's absence at Dallas. We have never heard the significance of the Pacific problems so clearly outlined as they were by Dr. Claxton.

Philander P. Claxton

IT WAS with genuine joy that the superintendents and other educators welcomed Dr. Claxton, who was a vital factor on several programs and in the business meeting, where he was given place of first importance as chairman of a committee to re-organize the National Education Association to bring it into agreement with the Federal Charter which must control its activities. There is no one in the National Education Association who has the same range of ability in thought and speech that he has. As superintendent of Asheville he was co-equal with Walter Hines Page, Edward A. Alderman, President McKeever and J. Y. Joiner in promoting the activity of Governor Aycock in starting North Carolina on the noble career which makes her the great leader she is in health promotion and educational functioning of today. Dr. Claxton won national fame as dean of education in the State University of Tennessee, from which position he became United States Commissioner of Education. His addresses at Dallas had the personal charm that has always characterized his platform opportunities.

Charles H. Judd

THE one leader of many years to hold place on programs and in conferences was Dr. Charles H. Judd of School of Education, Chicago University, the clearest professional thinker probably in the university life of the day.

The famous success of Dr. Condon's program was as much in those whom he passed by as in those whom he discovered and rediscovered, and his retention of Dr. Judd for professional prominence was a master stroke in every way, and he demonstrated his leadership in thought on every occasion when he was in action.

Thomas D. Wood

DR. THOMAS D. WOOD, head of the new professorship of health of Columbia University, the first professorship of the kind in the world, was a member of the first faculty of Stanford, Jr., University, and the most constructive promoter of health, and the most destructive enemy of preventable disease, and has earned the distinction of occupying the first chair of its kind.

Dr. James L. Hughes

ONE of Dr. Condon's happiest thoughts was the recall to the educational program of the United States of Dr. James L. Hughes, long superintendent of schools at Toronto, Canada. No other Canadian has maintained the appreciation of educators in the United States for forty years as has Dr. Hughes, and the appreciation was never demonstrated more ardently than in February, 1927.

Henry Lester Smith

DR. HENRY LESTER SMITH, dean of education, State University of Indiana, had one of the best programs of the National Council of Education in recent years. There were three really important sessions. There was no more heroic address at Dallas than that of Dr. Charles H. Judd, who brilliantly exposed the "Fallacy of Treating School Subjects as

Tool Subjects." It should go far toward eliminating the vicious tradition of talking of school subjects as tool subjects. It was here also that Dr. Harry B. Wilson dealt masterfully with the "Integration in the Elementary School." It was in the Council also that Dr. Jesse H. Newlon of Denver portrayed the "Chaos or Integration in Educational Thought and Effort." Superintendent David E. Weglein of Baltimore magnified the value of the Junior High School in a city system. Olive M. Jones dealt sanely and cleverly with "Behavior Problems of Children." We know of no one who has achieved so much with so many children in a large city public school. Dr. Smith had vital subjects handled by women and men who have demonstrated skill in dealing with their subject.

Mrs. Helen Field Fischer

IN OUR issue of February 7 we wrote at length of Mrs. Fischer, so that we have only to say that everything we prophesied for Helen Field Fischer was more than justified by the noble part she played in the Dallas program. No one has the same brilliantly fascinating educational message, utterly devoid of psychological pretence or pedagogical assumption. Mrs. Fischer is a scientifically trained landscape architect, and in her lovely home gardens at Shenandoah, Iowa, she welcomed twenty thousand visitors last summer. Her brother, Henry Field of Shenandoah, is one of the chief producers and dealers in seeds in the United States, doing a two-million-dollar seed business a year. Mrs. Fischer plays an important part in his success. He has a broadcasting plant of his own, and Mrs. Fischer broadcasts in the morning, in the early afternoon, and at the twilight hour. In the morning it is seed business, answering questions as to what seeds to use, how to plant them, how to care for the plants. In the early afternoon it is broadcasting helpfully in the care of children who are a family problem; and at the twilight hour it is a comforting family, community and church conversation with inquirers. Sunday morning she broadcasts a sermonette. She received and answered seven thousand letters from her broadcasting friends. It was from her broadcasting that twenty thousand persons visited her last season.

Mrs. Fischer, as Helen Field, was Mr. Condon's famous elementary principal at Helena, which accounts largely for the prominence on the Dallas program. It accounts also for the most wonderful moment at Dallas, when Dr. Condon gave a private dinner to Mrs. Fischer and others with whom he has worked in Maine, Massachusetts, Montana and Rhode Island, and at this dinner Mrs. Fischer read an original and impromptu bit of appreciation of Dr. Condon which we are privileged to use in this connection:—

Flowers to the Living

BY HELEN FIELD FISCHER

He scatters flowers to the living
In love's own lovely ways.
Like violets, his sympathy,
Like a warm red rose, his praise.

With that same fairy magic
That Midas touched to gold,
He touches hearts to gladness
That blossom hundred-fold.

And so each year his pathway
With bloom is more replete,
Yet guilelessly he wonders
Why friendship is so sweet!

Retired-Teachers Homes

ONE of the most important achievements of the week in Dallas was the unanimous action of the Board of Directors in creating the "Olive Jones Retired-Teachers-Home Fund." There are limitless funds available for Retired Teachers Homes now that there is a legal avenue for the security of funds provided in wills and otherwise. This action at Dallas was taken by the Board of Directors, the only body legally authorized to act in the financial affairs of the National Education Association under the Federal Charter.

Miss Jones has made a good beginning, but has been seriously handicapped for lack of something definite which she now has. Not only is she aided in the raising of money but she has a recognition such as no one else has ever had in the service of the National Education Association, and the beauty of it is that the appropriateness is universally recognized.

A home for retired teachers is one of the great professional needs, and Olive Jones was first to fully appreciate it, the first to put in action forces to promote such relief. A retired teacher even with a pension has usually outlived her family associates. Her relatives are two or three generations behind her, and their life is not her life, and their affection is not centred on the family friends of their parents, certainly not of their grandparents, and these retired teachers will often live to be eighty or ninety years of age. There is no "Home for the Aged" that offers a teacher the cultural tastes and tendencies to which her professional life entitles her.

The only provision that can be made for these women who have given their lives to the educa-

tion of the men and women who are the America of today, in a comfortable place to live and enjoy their declining years, is through an adequately financed and appreciatively managed system of "Homes for Retired Teachers" in the North and South, on the Atlantic and Pacific coasts. There is possible a system of homes that will welcome retired teachers in northern clime in summer and in southern clime in winter. It will be easy for such teachers to select altitudes and latitudes physically adapted to their needs and socially agreeable.

There is no class of persons of advancing age who have as great need of adaptation to physical and social needs as have teachers, and there is no class that is so deserving, none for whom so captivating an appeal can be made.

The campaign of Miss Jones has been kept in action by voluntary gifts, such as that of a business man in Nebraska who has sent fifty dollars a month for postage and kindred expenses until other provision could be made.

Limitless funds will ultimately be available. Already many teachers have provided in their wills for this "fund" to inherit their estate when they pass on. Others are carrying life insurance policies payable to this organization, and men of large means will surely aid building up the "Olive Jones Retired-Teacher-Home Fund" of ten million dollars.

This action of the Board of Directors will make the Dallas meeting and the administrations of Francis G. Blair and Randall J. Condon gloriously famous.

Breakfasts, Luncheons, Banquets

NEVER have the breakfasts, luncheons, dinners, suppers, and banquets had the prominence given them at Dallas. There were several of each every day, and there was no appreciable attempt to avoid clashing with official programs. The talent on these occasions was as important as at the State Fair Auditorium, and the speaking was usually as brilliant as on the general program.

One of the most eminent academic scholars came a long distance for the purpose of attending these functions and meeting appointments on those programs.

There is an inspiration for one who faces such a group more specific, more dynamic than often comes from facing an audience of thousands. Our opportunities to enjoy many of these functions made it well worth while to go to Dallas had there been no other attraction.

More character building in education was one of the Dallas slogans.

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by

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Illustrations by Alexander Key

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Jottings

Carleton Washburne of Winnetka was a drawing card whenever he was on a program. He always has something to say that classroom teachers especially care to hear.

"No one has ever found out whether it makes any difference in which grade a child begins the school study of arithmetic."—Carleton Washburne.

On the first day of the Dallas meeting there was a New England snow storm in Amarillo and sub-tropical weather in Brownsville.

Dr. Augustus O. Thomas of Maine, president of the World Federation, expects 5,000 representatives from the nations of the world at the meeting in Toronto, August 7-12, and is equally confident that there will be a fund of ten million dollars for the promotion of world education. He is past master in the art of leading an educational crusade. He has platform skill, with personality that carries conviction.

John H. Beveridge of Omaha says that Safety Education produces social efficiency, mental alertness, respect for law and ethical morale.

There were seventy-two cities from thirty-five states in the Educational Exhibit.

George H. Black, Ellensburg, Washington, made one of the best after-dinner speeches of the week, one of the best on teacher-training we have ever heard. His achievement in the State Teachers College at Ellensburg has no superior so far as we know.

Painting impossible apples in school was frowned upon.

Henry Turney Bailey of Cleveland had many messages, all of which were uniformly appreciated. He always has something worth saying and he knows how to say it so that everyone enjoys it.

Henry N. Sherwood, state superintendent of Indiana, said American schools have over-emphasized information, and our deep-seated prejudice against formal instruction in the field of morality has kept our attention away from the teaching of ideals. We are face to face with the conviction, first, that character building has not had its proper place in our school program; and second, that we have not developed a technique for this school function. Undoubtedly the greatest single improvement that can be made in our public school practice is to build a satisfactory plan of character training.

"The Gist" of the Dallas meeting, issued on March 1, 2, and 3 by American Education Press, Inc., in its second year has evidently established itself as a permanent feature of the winter meeting of the National Education Association.

May Agnes Hopkins of Dallas said any normal motive repressed will take an abnormal outlet, a fact which is responsible for much delinquency.

Dr. E. George Payne of New York University says the serious matter with health study from the sociological point of view is not that the material has been forgotten, but rather that so much time has been devoted to matter that has no particular relation to the social adaptation of the child. The sociologist is, therefore, interested in the development of capacities in the child for social adjustment and social endeavor, capacities which will insure an adequate contribution to social life.

No educational convention has ever given as much or as artistic attention to music as was done at Dallas. Peter W. Dykema of Teachers College, New York, was the official leader in magnifying the possibilities of attaining results in school music. His programs were of surpassing interest, dealing with vital problems in school music. Among his prominent speakers were Jesse H. Newlon and John C. Kendel of Denver. A survey revealed that the piano is first in the Denver homes, the talking machine second, and the violin third. The favorite home songs were: "My Wild Irish Rose," first, and "Love's Old Sweet Song," fourth.

Joseph E. Maddy of Ann Arbor had entire charge of all music programs, which were more numerous and more extensive than ever before. The greatest music attraction was the National Orchestra of 268 instruments with players from thirty-nine states. They were selected on recommendations of music leaders in each state.

Marie Gugle, assistant superintendent of Columbus, Ohio, prepared an exceptional program for the Department of Mathematics, and was re-elected president of the section.

Bruce R. Payne, George Peabody College for Teachers at Nashville, uttered one of the most important sentences of this or any other convention. He said: "The public is ignorant of the contribution of teachers' colleges to the success of education. . . . American people know the value of universities where their children are educated, but they are ignorant of the value of teachers' colleges where those who are to teach the children are trained. It is necessary to re-educate the state legislature every time they meet about the value of teachers' colleges."

Ambrose L. Suhrie, New York University, said the money expended in specific training of administrative officers and professors and teachers for normal schools and teachers' colleges is almost negligible.

Dr. George D. Strayer, Columbia University, said: "There is a popular misconception that all administration is autocratic, but there has never been a great administrator who has not been so because he enlisted the co-operation and stimulated the ambition of his associates." This needs the widest broadcasting.

The Rotarians had one of their customary famous round-ups, with Frank Cody of Detroit, president of the Schoolmaster Rotarians, at his best, and more could not be said. This was the eleventh annual meeting of the Schoolmaster Rotarians.

Dr. Augustus O. Thomas, president of the World Federation of Education Associations, says half of the five million teachers of the world are allied with this Federation. He has just written a motion picture for Will Hays, which will depict all of the children of the world engaged in the pursuits of child life, in-

cluding pleasures, games and school activities, he said. This will be used in schools, where it is planned to add to history or geography classes a course in world civics which will take up questions of treaties, consular service, passports, use of ship flags and allied subjects.

Paul Stetson of Dayton, promoter-in-chief of safety education, had a booming meeting with Charles S. Meek of Toledo and John H. Beveridge of Omaha as spell-binders.

Thomas E. Finegan, director of the Educational film creations of the Eastman Company, of Rochester, N.Y., has a vital message for the crusaders who are giving a real thrill to the classroom work of every subject for every child. What athletics do for high schools and colleges, the educational film will do for arithmetic, history, and geography in elementary schools.

The New York State dinner was a notable success under the leadership of Frank P. Graves, State Commissioner of Education; Frank D. Boynton, Herbert S. Weet, D. J. Kelley and others. No other state can muster such a group of eminent educators as can the Empire State.

W. H. Holmes of Mount Vernon, N.Y., said as much in ten minutes, and said it as attractively as we have ever heard any one on any occasion. We have never heard "the child" magnified in every phase of education as forcefully and brilliantly as by Superintendent Holmes.

Anne M. Goding, principal of the Normal School, Washington, D.C., has a clear insight as to the "load" a teacher can carry without any personal wear and tear. She is sure that no teaching is successful when the teacher is fagged out.

Patty S. Hill, Teachers College, New York City, was the leader of the kindergartners at Dallas. She has the science at its height and the art of making it function as skilfully as has any American.

Dr. Charles H. Judd said more things wisely on more subjects, from the kindergarten to the university, than did any one else at Dallas.

William McAndrew failed to be at Dallas, but his famous Instructional Research was broadcasted artistically nevertheless.

S. M. N. Marrs, state superintendent of Texas, placed a Texas-produced grape fruit at every plate at the banquet of the Tennessee superintendents. R. L. Jones of Memphis, the toastmaster, said that it was not only an honor

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to have Mr. Marrs present, but it was a good investment.

Miss Sue Powers, superintendent of Shelby County, Tennessee, has thirty schools with more colored than white schools with health conditions unsurpassed in city systems. She has eliminated all one-room schools, and all but one two-room school. The county teachers rank with city teachers in professional preparation.

Chicago was represented by four members of the Board of Education, which was the record of the country when distance was taken into account.

Edwin C. Broome, Philadelphia, magnified the "Seven Trailers of the Three R's": Health Instruction, Training in Citizenship, Skill in the Use of Vital Processes, Vocational Guidance, Social Morale, Wise Use of Leisure, and the Creation of Character.

State Superintendent S. M. N. Marrs said that to devote a day to electioneering in each county in Texas would require almost every day in the year.

Willis A. Sutton of Atlanta gives the radio credit for giving his city the best school year in its history. He was famously popular on every program where he appeared.

Dr. Francis G. Blair's administration as president of the National Education Association has already demonstrated efficiency that will make the year 1926-27 an epoch in the history of the N. E. A.

Probably the most fascinating event at Dallas was the dinner the state executive secretaries gave Dr. Charl Williams in return for a famous dinner given them in Washington on December 10. We were at neither dinner, of course, and no one reports on either, but enough of the merriment has seeped through to suggest that each dinner party was one that will ever hold high place in the memories of all diners.

There was nothing at Dallas of greater professional service than the five sessions of the Department of Secondary Education, Charles E. Keyes, Oakland, president. The chief speakers were from Dallas; Shreveport, La.; Boone, Iowa; Concord, N.H.; Emporia, Kansas; Burlington, N.C.; Cincinnati, Oklahoma City, Texarkana, Ark.; Omaha, Philadelphia, Pittsburgh, Pa.; Gulfport, Miss.; Keokuk, Iowa; Fort Worth, Texas; Little Rock, Ark.; Kansas City, Mo.; Chicago; Lincoln, Neb.; Houston, Tulsa, Denver; Austin, Texas; Raleigh, N.C.; and Birmingham. We are quite sure that there was never such a range of talent on the program of any special group of educators. The addresses were as significant as the range of country represented.

Frank Irving Cooper of Boston says that exterior fire escapes on school buildings are as out of date as the ox team or the kitchen churn. Wide stairways, adequate hall space and abundant exits are infinitely more reliable for safety.

Everywhere, every time, Frank Cody of Detroit was the electrode of the spark plug that started something. No other schoolman has ever used as original and irresistible phrases at the right time, in the right way, as did Cody.

The Dallas meeting was the high-water mark for the platoon system. Miss Alice Barrows of the Federal Bureau of Education has developed the art of leadership which must be credited with much of the enthusiasm always in evidence at any platoon program.

The Holbrook National Normal University of Lebanon, Ohio, had one of the thrilling functions with notable alumni speakers like Dean John W. Withers of New York University and Professor E. George Payne, J. O. Creager, and J. Andrew Brushel.

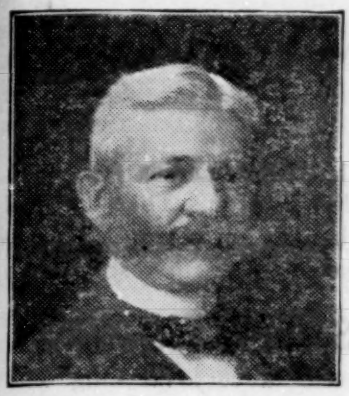
Character education has never been stressed so abundantly or effectively as in the 1927 meeting. Dr. Milton Bennion of Utah State University has been the official guide in this crusade for three years.

One of the notable reforms will be the paying of the railroad fares of directors who attend official meetings. They are the legally recognized official body by the Federal charter.

Winnetka, Illinois, schools received more attention than did those of any other place, large or small.

The education of parents was stressed by many speakers on many programs.

C. R. Foster, associate superintendent of Pittsburgh schools, not only attended school in a little red schoolhouse in the Alleghenies, but was elected teacher of such a school when he was seventeen years old. This agitation of Henry Ford and others in regard to returning to the standards of little red schoolhouses is absurd. No modern educator thinks much of it, for it would deny the equality of opportunity for the youth of today that every right-minded person would give. Going back to the little red schoolhouse standards, so crude and inadequate, would be like trading a touring car for an oxcart in which to go riding.



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Character Chats

By JOSEPH B. EGAN, A. M.

The Mirage

THE desert was blazing under the rays of the sun. The sand was so hot that it scorched the feet of the prospector through his thick leather soles. The distant hills, towards which he struggled, loomed faint and wavery on the skyline. The man knew that within the shelter of those hills there was water and pleasant shade and rest. The man was weary with the long journey and the heat. His head hung down and his shoulders sagged. He was thirsty.

As though in answer to his thirst a strange spectacle appeared before his eyes. He beheld a blue lake shimmering in the sun. It was so near he could see the waves dance. On the long yellow shore he fancied he could hear them break with a soft lapping sound. He fancied he could smell the reedy tang of the water's edge. He straightened up. His eyes filled with an eager light. Strength flowed back into his muscles. He rushed forward as though to throw himself down on the water's edge and drink.

He had gone but a few steps when he checked himself. He was an old-timer. He had prospected in all the hard places on the earth. He knew that what he saw was only a beautiful mirage; that there was no lake, no lapping waves, no reedy smell. As he turned back into the trail to the hills the temptation still surged within him to throw reason to the winds, to discard his knowledge, to rush madly after the deceptive lake. When morning came the solid hills rose before his feet. Therein he found real water and cooling shade and pleasant spots in which to rest.

Girls and boys, every sinful pleasure is a mirage that tries to lead us away from the hard path of present duty. Every mirage, whether in nature or in our own souls, leads to but one end—bitter disappointment and loss of happiness. When things seem hardest for us those mirages of the soul grow most alluring. They rise up and tempt us and try to lead us to destruction. Like the old prospector we must know them for what they are and not be deceived by their show of beauty. There never yet was a sinful thing that had any thing of beauty in its being. In our hour of trial let us remember the solid hills far off on the dim horizon. They are real and somewhere in them is refreshing water, gentle shade and a pleasant place to rest.

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Such Is Life

THERE was once a very fat king who was also very proud. By using his wits he had made himself a vast fortune, and castles were recorded in his name and gold was buried in his treasury and men and women ran around all day doing things he wanted done.

One morning an aged traveler came to the castle door and sat down so close to it that when the king walked forth he stumbled over his outstretched legs. Of course, this made the fat king very angry, and he cast the traveler into prison.

Now on the third day the jailer came to the king and said: "Sire, we have a strange prisoner. He draws things out of the air. He has made for himself a gold bowl, and in it he has sifted dust from the floor, and he sits by the hour watching it, and behold things come out of it."

"You talk nonsense," said the king. "If this man were able to do all you say he would be greater than I, and that is impossible, as you well know."

"But sire—" began the jailer.

"Say no more," said the king, "lest you speak treason. I, myself, shall go and see this beggar and his queer bowl."

So the fat king wobbled down to the dungeon with his shoulders back and his long purple robe trailing after him, and he came to the traveler's cell and peered in through the square bars.

"Come in," said the traveler without looking up. "Come in and let me show you something."

So the jailer unlocked the door and the king went in, but he ordered twenty armed men to stand just outside lest harm come to him.

Now when the king had seated himself the stranger laid his two skinny forefingers on the edge of the golden bowl.

There was a movement in the gray dust and a green plant slowly grew up, burst into gorgeous red blossoms, then withered, and sank into the dust again.

"Such is life," said the stranger and the king gasped.

Then the gray dust moved again and a lovely bird came slowly out of it, shaking its wings and ruffling its feathers as though taking a dust bath in the sun. The bird flew to the edge of the golden bowl, sang a sweet song and then toppled over dead in the dust and disappeared as though melting into it.

"Such is life," said the stranger, and the king sighed.

Then the gray dust stirred again and a little child uncovered itself and sat rubbing its eyes and looking around. It grew rapidly into a little man, who built castles and ordered other little men about, and the little man looked strangely like the fat king who sat nearby; and in the midst of his castles and guards and with his army around him the fat little man dropped over dead and castles and guard and army sank out of sight in the dust again.

"Such is life," said the stranger, but the king rose with a cry of terror and ran from the dungeon.

For three days he refused to eat and sat crouched down on his throne seeing over and over again himself and his castle and his guard and his army sinking into the dust.

On the fourth day he sent for the stranger.

"Tell me," said he, "the meaning of it all. My heart is filled with terror and my pride is gone."

"You are dust," said the stranger, "and your castles are dust. Neither can last in this world of dust. But your soul is made of finer stuff. It will survive this dust. House your soul, therefore, in good deeds, place about it a guard of noble thoughts; lay up for it treasures of helpful living, and your kingdom shall know no end, and you shall reign on forever."

So saying the stranger vanished, and the king rose up a new king in the new country of his own spirit.

The Garden of the Soul

SATURDAY I spent all day planting shrubs and roots around my new home. I planted lilac bushes in one place and forsythia bushes in another, and blue wistarias beside the front door and white wistarias beside the back door. If you were to come out to my house today and see these shrubs you would be apt to exclaim: "What? Those things! Why, they are nothing but old brown twigs." You might even go away feeling that I had wasted my time. But just wait a year or two—these same brown twigs will be scrambling up the side of the house and spraying a fountain of green leaves over the lawn. And in the spring! Then is the time when the brown twigs will pay me back with a riot of color and perfume and lovely shapes, for then is the time when the flowers come to visit the earth for the purpose of making men and women happy.

But I am not the only one planting brown twigs. We are all doing it all the time, for each one of us has a garden in his soul in which he digs and hoes and plants and pulls up and waters, sometimes with tears. What a wonderful thing this garden is, all fenced in in our own souls, away from the eyes of the prying world, and yet not altogether fenced in, either, for every now and then the perfume of some lovely flower blooming in our garden is wafted out of us and into the life of someone else; and, often, when we least expect it a beautiful hollyhock or sunflower pokes its head right over our garden wall and people see it and stop to admire it and whisper together, and then go on their way smiling. After such an experience if we could but know the nice things that are said we might hear such things as these:—

"Say, Jim So-and-so is a mighty nice fellow! Do you know what he did yesterday?" or something like this:—

"That was a mighty honest thing Bill So-and-so did. Let me tell you about it"; or something like this:—

"I think Mary So-and-so has the sweetest smile. I just love to watch her"; or something like this:—

WINSTON

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FOR TEXTBOOKS

"You never hear Agnes So-and-so complain. She is one of the dearest girls I know."

But that isn't all, girls and boys. There comes a time in the evening of our lives when we love to walk alone in the garden of our soul; no, not alone, for Another is with us with Whom we talk as we walk. It is mighty pleasant to take Him up to some noble flower that we have cared for and brought into blossom and hear Him say: "I have watched you develop that flower. It is so beautiful I have come when you slept and taken slips from it that I have planted in the gardens of others, where they bloom today in your honor."

There is nothing truer than this: As we sow, so shall we reap; weeds from weed seeds; flowers from flower seeds; love from love; smiles from smiles, and good deeds from good seeds sown in the Garden of the Soul.

The Story Teller

THERE was once a dishonest little man who found a penny. He was so tickled with his luck that he giggled and rubbed his hands together until they felt warm. After he had polished the mouldy, green copper on his coat sleeve, he stuck it in his vest pocket. As he walked on he whistled. At last, it seemed to him, he had got something for nothing. When he met a friend a block further on, he stopped him and said: "Had great luck today, John. I got something for nothing." "Pretty soft," answered John. "How much did you get, and how did you get it?" "Oh, just a five-dollar bill," said the little man. "Found it in the gutter a block back." "Lucky boy," said John as he went on. At the end of another block the little man met another friend. "Ever get anything for nothing?" he asked. "Not often," admitted the other. "Just found a ten-dollar bill in the gutter a block back," crowed the little man. "Good for you," said his friend. "I never have luck of that kind." At the end of another block the little fat man met another friend. "Say," he cried out, "that old talk about never getting something for nothing is all bunk. I just found a hundred-dollar bill in the gutter a block back." "I congratulate you," said the friend as he went on his way. Five minutes later the little man's friend met another. "Our friend, the little man, found a hundred dollars," said he. "Is that so?" cried the other. "Goodbye, I want to see him at once." So off he ran, overtaking the finder before he reached home. "I hear you found a hundred dollars," cried the pursuer. "Now hand over the fifty you owe me for that piano I sold you." When the bill had been paid after a hot argument, the little man sat down on the steps of his house and wiped his brow with his handkerchief. "I was all wrong," he groaned. "You cannot get something for nothing. Why was I ever so unlucky as to find that penny?" He might have asked with greater benefit to himself: "Why was I ever so foolish as to lie about it?"

A Brave Little Soul

TODAY, as I came down the snowy path to the road, I heard, far off to the right, the clear, sweet note of a grackle. I could just see the bronze little bird sitting on a distant limb against the blue of the sky. There are people who have little good to say about the grackle. They say he is coarse, that he is a thief, that he eats the farmer's seed, that he chases away the song birds in the spring; in fact, they say all the evil things that are generally said about a person who has lost his reputation. I have little patience with such people, for I am sure they do not do justice to my little bronze-coated friend. I do not deny that he may eat some of the farmer's seed, but as for calling him a thief, that is quite another matter. He may chase the song birds around, but he certainly never kills one, and that is more than can be said of the cats of some of my friend's accusers. When I think of the little grackle I think of the winter-time, when the snow covers the earth, when the wind howls under the eaves, when the frost has turned the rivers into bands of steel, when every living soul seeks the comfort of a cozy home. Does my little brown friend flee south to warmer climes? Not he! Instead he perches high on a tree against the sky, and sends forth his sweet, clear note of joy and hope. In the little bronze body of the grackle I see a spirit of loveliness, that overcomes the cold and the snow, that faces danger and death, that serves the purposes of God even in the wilderness lest there be a time and a day when there is no music to inspire men's ears.

Noble little bird, even though the world revile you, there are those who love your little self there on the high limb, and to whom your clear, sweet song is a reminder of the gentler days of spring.

A Way

BY JOHN OXENHAM

To every man there openeth
A way and ways and a way!
And the high soul climbs the high way,
And the low soul gropes the low,
And in between, on the misty flats,
The rest drift to and fro.

But to every man there openeth
A high way and a low;
And every man decideth
The way his soul shall go.

"She Was All Right Yesterday"

(By a Teacher)

Helen Wesley, who teaches in the room across from mine, was not at school to-day. So, as soon as classes were over this afternoon, I went to the house where she boards. Her landlady let me in and I followed her upstairs to Helen's room. Through the doorway I could see Helen in the bed. A doctor and a nurse were bending over her.

"My!" I said. "What has happened?"

The landlady shook her head.

"She was all right yesterday," she replied, "but last night something happened. I called Dr. Gifford and he has been here four times. This morning he sent for the nurse. He doesn't seem to be able to locate the trouble. I think he will send for Dr. Findlay."

"The great Dr. Findlay, the famous diagnostician! But my, how expensive that will be," I thought. "Still one would want the best of care at such a time as this."

Helen's landlady seemed to sense what was in my mind.

"They say he charges a great deal," she said. "Where will all this money come from? Does she have insurance?"

Like a flash I remembered a conversation with Helen one day last spring. She came into my room after school was over, and I showed her my policy of membership I had just received from the T. C. U.

"Oh, I suppose it's all right," she had said, "but I need to save all my money—and I am never sick anyhow."

Poor Helen! How I wish I could help her. Her savings of a whole month are being wiped out by bills of a single day. I wish by some act of magic I could transfer my membership in the T. C. U. to her.

When Your "Rainy Day" Comes You May Be Protected

No need to be "caught unawares"—now that you know how the T. C. U. stands ready to help pay the expenses of misfortune and safeguard your savings.

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Pays $11.67 a Week when you are quarantined and your salary has stopped.

Pays $25 a Month for illness that does not confine you to the house but keeps you from your work.

Pays 20 Per Cent increase in sick benefits for two months when you are confined to an established hospital.

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Pays Indemnities from $333 to $1000 for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

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Pays Operation benefits in addition to other benefits after your policy has been maintained in force for one year.

Protects during the vacation period as well as during the school year.

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I am interested in knowing about your Protective Benefits. Send me the whole story and book of testimonials.

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EDUCATION IN ACTION

Reports Fewer Business Schools

There has been a considerable decrease in recent years both in the number of private commercial and business schools and in the enrollment. With the decrease in total enrollments, the enrollments in bookkeeping, stenographis, combined bookkeeping and stenographic, accounting, wire telegraphic, and salesmanship courses have decreased also, the rates of decrease ranging from 32 to 61 per cent. These decreases have taken place in the last five years. There is, however, a very slight increase in the number taking secretarial courses, according to a recent report published by the Department of the Interior. It is thought that the decreases can be partly accounted for by the large enrollments in commercial courses in high schools.

Course in Vocational Guidance for Smith

A course in educational and vocational guidance is to be given in the department of education at Smith College this semester by Miss Mabelle B. Blake, director of the bureau of personnel. The purpose of the course is to teach the student how to deal with individuals in schools and also the methods of approach to individual education. During the course three stages will be taken up, those of elementary school, high school, and of the college. Questions such as: "Does the student know how to study?" "Is there co-ordination between the training in the home and in the high school?" and "What are the student's personal interests?" will be considered.

Would Put Co-Eds On Better Footing

The shape of the feet will have a bearing hereafter on the graduation of girl students at the University of Pennsylvania, it is announced by Miss Florence Crush, directress of physical education for women. "The kind of shoes worn by the young women students have affected their feet to such an extent that we felt that intervention on our part was necessary," said Miss Crush. "We believe that the only way to make the young women don sensible footwear is to prevent their graduation if their feet show marked defects."

France Seeks To Improve Spelling

Spelling in France is getting worse as the young generation proceeds to express itself. The need for more knowledge of how to write the language has impressed itself on the government, and as a starter a new rule provides for the elimination of every candidate for a scholarship whose examination paper has five mistakes in spelling.

Climate Lures Teachers To Schools in Hawaii

The majority of mainland school teachers who present their written applications to teach school in Hawaii do so because of the climate and because they want to travel. So says the Territorial Department of Public Instruction, after reading the applications and picking out the lucky ones for next year's work. According to officials of the department, applications generally come from localities in which a teacher lives who has at some time taught in the islands and who returns to tell her friends about the territory.

Berlin Plans Student Club House

To give the 2,000 foreigners studying in Berlin a home, the Alexander-von-Humboldt Foundation has taken over and equipped a spacious building. Students will have at their disposal a large reading and writing room, with hundreds of newspapers and magazines, club rooms and a restaurant. The German Foreign Association will also have its office in the building. For the benefit of the students outings and other entertainments will be planned.

Students Seek Greater Control

Denouncing the "lassitude and indifference of graduate authorities toward needs of the students," John F. Wolf of Buffalo, president of the senior class at the University of Pennsylvania, announced on behalf of an undergraduate group that he will wage a campaign for greater undergraduate control of student affairs, especially of athletics. "The present need of the university is far greater undergraduate control of affairs," he said. "In the past, when plans have been submitted to graduate authorities they have been more or less ignored and have formed a basis for a strained feeling between the undergraduates and the administration."

Afternoon Lunch Important In School Child's Diet

The after-school lunch is as portant as the school lunch, declares Grace Ryan in "Hygeia." Promiscuous and heavy eating after school is not desirable. The underweight child who needs extra nourishment or the child whose home supper is served late may be given a light lunch after school. A glass of milk, a cup of hot cocoa, a bread-and-butter sandwich or a bowl of bread and milk, a bowl of soup or a dish of stewed fruit only slightly sweetened may be given for this lunch. Cookies, cake and pie should never be eaten at this time. The food should be simple and easily digested and should be eaten immediately after school and not just before supper. Otherwise it will blunt the appetite for the next meal and overwork the child's stomach.

100 Colleges to Organize A League Against Suicide

The New York University Anti-Suicide Club is planning the organization of a national league against suicide in one hundred colleges. Investigation of the suicide tendency among students will be made, it was announced, and data will be compiled toward correction of the problem. The league will also undertake denial of the impression that school life and study are developing suicidal tendencies.

Reading Tabloids In School Barred

Tabloid newspapers have been barred from the Alexander Hamilton High School, Brooklyn. "Any teacher who sees a student with one of these tabloid newspapers," Dr. Gilbert J. Raynor, principal, announced in the assembly hall, "will tear up the newspaper and hand the boy a cake of soap. The student will then proceed to wash his hands at the nearest lavatory." Dr. Raynor further said that "when a boy receives free education from the city I do not believe his time should be taken up during school hours at least by contact with newspapers of this type."

Courses on How to Use New Leisure Are Urged

Predicting that the five-day week in industry is a certainty in the near future, William J. Cooper, California Superintendent of Public Instruction, expresses his belief that courses in leisure must be included in the school curriculum to meet problems likely to arise out of new releases from steady toil in mine and factory. How to "rest intelligently" is the problem, and

the processes of education can solve it, he believes.

British Method Proposed For American High School

National reform in the system of secondary education in the United States through adoption of the British plan of a central consultative committee to work out effective changes, has been proposed by Dr. Charles H. Judd, head of the department of education at the University of Chicago. Dr. Judd warmly advocated such a consultative committee, which in England, he said, works through the board of education. Due to the lack of such a central authority in the United States, he said, educational reform is of limited value, because it is the work of specialists who have a natural bias in favor of the specialties.

Texas Alters Rule Of Junior Colleges

Texas is falling in line with the general movement of various states to place junior colleges in the hands of municipalities or counties. California, Minnesota and Iowa have laws governing this and other states are considering such regulation. Establishment and maintenance of junior colleges will be authorized in independent school districts or in counties having values taxable for school purposes of $12,000,000. This provision is designed to prevent establishment in places which are incapable of supporting such projects. It is asserted that junior colleges have failed in some instances, due to lack of such regulation.

Drunkenness Is Found Chief College Problem

Suppression of drunkenness by men and of smoking by women is one of the chief problems of moral significance confronting American colleges and universities today, according to Dr. Arthur J. Klein, chief of the division of higher education, United States bureau of education, who has finished a survey of higher education in this country. Dr. Klein cites methods by which the colleges are attempting to stop drinking or drunkenness by men. At Princeton, for example, the offense calls for suspension, and in extreme cases for expulsion, while the University of Michigan penalizes public drunkenness by dismissal from the institution. College authorities in the East consider smoking by women a matter of convention and health rather than of morals, while in the West smoking is still regarded as a violation of the moral code. "It remains to be seen," he said, "whether the increasing freedom for women will result in making the standards of convention and moral practice for the two sexes more nearly the same."

TREND OF THE TIMES

INTER-RACIAL CONDITIONS have improved greatly, the Commission of Inter-Racial Co-operation announces after a survey in thirty cities. Sustained work to stir and mobilize the conscience of Florida against lynching is mentioned as one of the leading achievements. It is noted that for the year 1926 there were no lynchings in North Carolina, Alabama, Louisiana or Oklahoma.

ITALIAN HERALDIC College has created a new type of "blue bloodedness" for those families which are able to prove unsullied good conduct by all their members for a period of at least thirty years. The head of the family voluntarily applies for enrollment in the college. After a searching investigation the new "noble" may be permitted to register a family coat of arms substituting the crown for a helmet of burnished steel.

CANDY COSTS the American people more than $750,000,000 a year, the department of commerce announced in a survey of confectionery distribution to enable confectioners' organizations to know more about their markets.

ALIEN DEPORTATIONS are being executed at the rate of 1,000 a month according to the Department of Labor. It costs $25 to deport each alien. The government is trying to cut down the 900,000 aliens which it is estimated are in this country illegally.

INDUSTRIAL PRODUCTION for the year 1926 eclipsed all previous records according to the Federal Reserve board. Production for the year was six per cent. greater than the high level reached during the previous maximum period in 1923. Construction of schools declined more than ten per cent. Industrial building increased forty per cent.

DISTANCE TELEPHONY records were broken recently when the fifth and final American zone in the transatlantic radio telephone service was opened to traffic between San Francisco and London. The distance over which conversation was conducted is 7,000 miles. Still greater distances may be bridged by the human voice if the proposals to extend the service to important continental cities are realized.

HUMAN HEARTBEATS were recently amplified ten billion times by means of a special apparatus which included an electric stethoscope and radio loud speakers. The first clinical demonstration occurred at the University of Pennsylvania. As the first patient was "hooked up" a rumbling as of distant thunder filled the room, which was explained as being the heartbeat. The roaring was irregular, as if a man were pounding on a barrel with a hammer.

DRY ICE has been evolved by American chemists. Chemists of all other nations had failed in repeated experiments directed toward this end. The ice evaporates into gas instead of melting into water. This dry ice promises to revolutionize methods in long-distance transportation of foodstuffs.

INCONCEIVABLE PROGRESS will result during the next fifty years from increasing contributions of engineers and inventors working with electricity, declares Samuel Insull, public utility leader. A change in the industrial life of the nation that could result, he said, would be the establishment of factories in rural communities where electrical power could be supplied.

WATCHES, CLOCKS and their parts manufactured in this country in 1925 showed an increase of 4.5 per cent. over the 1923 figures, attaining a production value of $81,789,729 according to the biennial census of the industry. While still importing watches in great numbers from Switzerland and other foreign countries, the United States is permitting the domestic industry to lag.

AUTOMOBILE KILLINGS in seventy-eight large cities of the United States for the four weeks ending with January 29 numbered 473 compared with 431 in the same cities in the same period of 1926, an increase of about 9.8 per cent.

FARM INCOME for the current year ending June 31, 1927, will be about $9,750,000,000 compared with $10,500,000,000 for the year previous, a reduction of $775,000,000. The biggest losses in farm cash will be sustained by the Southern cotton growing states, where the largest crop on record caused a demoralized market.

The BOOK TABLE

THE BROOKLET'S STORY. First Steps in Geography. A New Edition of "Brooks and Brook Basins." By Alexis Everett Frye. Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

"Brooks and Brook Basins" was one of the famous school book creations of forty years ago. Of all the men whose work we knew intimately in the budding and blooming time that has had a marvelous harvest and market no one has been quite as wonderful as the professional achievement of Alexis Everett Frye, whose "Brooks and Brook Basins" was the germ of one of the greatest careers in textbook making of the last half century.

"The Brooklet's Story" is a new birth of "Brooks and Brook Basins" as wonderful in its new creation as was the original story with all of its fascinating charm.

PRINCIPLES AND TECHNIQUE OF TEACHING. An Introduction to the Teaching Art. By Frank W. Thomas, State Teachers College, Fresno, California. Cloth. 410 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The success of any new appeal to a new audience on an old subject depends upon the personality of the approach, the genius of the treatment, and ability to maintain the student's interest. There are literally a vast group of modern books on the Principles of Teaching. There is no one master mind as in former days. Page's "Theory and Practice" held the field for many years. Dr. Emerson E. White and Dr. William H. Payne in turn had an almost universal acceptance. Then William James of Harvard with his "Talks With Teachers" had the field to himself for several years. Stanley Hall's "Adolescence" and other books had the centre of the stage. John Dewey was the last of the men whose leadership in interest was unchallenged by any one.

To one who has lived through those days when some one was a clear leader in the pedagogical world it is disheartening to receive four books on teaching by teacher college men, all in one week, books written by men from the Atlantic to the Pacific, all good books, all with a good sale through the author's student clientele, but no one of them with the probability of holding the field for years, as did Francis W. Parker, James Baldwin, Edward A. Sheldon, Josiah Royce.

The wonder is that it is possible for so many men to present "Principles and Technique of Teaching" as fascinatingly as does Frank W. Thomas. It is written with ardent professional devotion, with as much spirit and dynamic force as though there were not three other authors appealing to professional students at the same time.

And the wonder to us is that we enjoy the genius and masterfulness of Dr. Thomas as though we had not devoted much time to each of the other professional subjects within a week.

WORLD GEOGRAPHY. Book II. The Old World. By Frank M. McMurry, Teachers College, Columbia University, and A. E. Parkins, George Peabody College for Teachers, Nashville, Tennessee. Cloth. 323 pages (7 by 10 inches). New York: The Macmillan Company.

Keeping a geography up-to-date is as strenuous an art as one knows. This is especially true of the geography of the Old World. The maps and chart must all be recast because of the decisions of the League of Nations and constant revision of agreements between nations individually. In addition to all this the phraseology must be recast because terms in science and art, industries and commerce, civics and sociology are changing continually.

The geographies of the Macmillans were created to put geographical science on a new schedule, and McMurry and Parkins have made heroic effort to maintain the record of the first Macmillan geographies.

The sixteen new maps are the latest science and highest art both geographically and artistically.

Although Book II is primarily a new treatment of Old World Geography, the last fifty pages are a world review wonderfully presenting skilfully and accurately the recent changes in the evolution of the new social, civic and industrial world.

STANDARDS IN ELEMENTARY SHORTHAND. By Frances Effinger-Raymond and Elizabeth Starbuck Adams. Cloth. 115 pages. New York, Chicago, San Francisco and Boston: The Gregg Publishing Company.

There is always liability that any attempt to say when, where and how anything in school shall be done that standards will be noise rather than tone, mere solid rather than crystal. This has been frequently demonstrated in recent attempts at standardization of school work. Safe standards must be discovered or created by teachers with foresight, with initiative, teachers who are resourceful, who have wisdom that keeps on the track and never goes so fast as to crash into previous established standards, and is never so slow as to be run into by the spirit of the times.

The best creation of standards of which we know in detail is the creation or discovery of "Standards in Elementary Shorthand" through experiments initiated and conducted by Frances Effinger-Raymond and Elizabeth Starbuck Adams, both teachers of Gregg Shorthand, who made a careful study of results attained by other teachers of Gregg Shorthand in Arizona, California, Idaho, Oregon and Washington.

"Standards in Elementary Shorthand" is one of the most important studies in establishing standards that we have ever known, and entirely aside from one's interest in shorthand it is invaluable pedagogically.

JOURNALISM FOR HIGH SCHOOLS. By William N. Otto, Shortridge High School, Indianapolis. Cloth. 320 pages. New York: Harcourt, Brace and Company, Inc.

The keynote of Mr. Otto's work with high school boys and girls in the Shortridge high school in the publication of a daily school newspaper has been learning the use of English from the standpoint of harvesting and marketing the grammar, rhetoric and classroom English of their school activities. While the students learn to enjoy newspaper work there is no trace of propaganda for a journalistic career. This book pre-eminently promotes the better use of English everywhere every time.

The principles of journalism that underlie the high school newspaper are essentially the same as those that underlie the professional newspaper, but they are taught in the amateur spirit, and in an elementary way. The high school student finds his material almost entirely in the school community, of which he is a part. His outlet for publication is the school paper or the school department of the local paper. He develops, as he writes, a code of ethics similar to that of the real newspaper, but it is all translated into terms of the school policy and spirit. In these activities he has a glimpse of the field in which the newspaper man finds a profession, but he should have no feeling that he is preparing for a profession.

GRINS BETWEEN GRINDS

What He Wanted

He rushed into the police station, breathless with hurry and excitement. The inspector in charge regarded him gravely for a minute.

"They say you've caught the man who broke into my house," gasped the visitor.

"That's right," answered the inspector. "Do you want to see him?"

"Darn tootin'! replied the other excitedly. "You see, he managed to get into the house without waking my wife, and that's what I've been trying to do for the last ten years."—Laughter.

Frying Pan Into Fire

Mrs. Cohen was determined she was going to give her new girl baby a more modern name than had been the custom with her race. She wrote several on a slip of paper among which "Eugenie" was her favorite.

"How do you like that one?" she asked her husband, pointing to it.

Cohen spelled it out, studied it a while, and scratched his head before he spoke.

"Vell, call her 'Yousheenie' if you vant to, but I don't see vat you gain by it."—Capper's Weekly.

All the "Ettes"

The following highly modern advertisement is sent us as appearing in a Florida paper:—

"For rent—Handsome bungalowette with a garagette, kitchenette, bathette, parlorette, and porchette."—The Outlook.

Effete Boston

Recently a tramp taken up in a New York police court for drunkenness gave his birthplace as Boston. "Yours," said the magistrate, "is a sad case. Yet you don't seem to thoroughly realize how low you have sunk." The prisoner struck his brow with a pained gesture, "Heavens," he exclaimed devoutly, "I have stood many indignities, but to be sentenced by a magistrate that splits his infinitives! This is the last blow!"

Not Far Enough

"Mother," said Bobby, "did you tell father that I wanted a wireless set?"

"Yes, dear, but he said he couldn't afford it."

"I knew he'd say that. What did you do then?"

"I told him how much you desired it and argued in favor of it, but 'twas no use."

"Argued! O mother, if it'd been something you wanted yourself, you'd have gone into 'sterics and then you'd have got it!"—Weekly Scotsman.

She Was Unconcerned

"I shall have to ask you for a ticket for that boy, ma'am."

"I guess not."

"He's too old to travel free. He occupies a whole seat and the car's crowded. There are people standing."

"I can't help that."

"I haven't time to argue this matter, ma'am. You'll have to pay for that boy."

"I've never paid for him yet."

"You've got to begin doing it sometime."

"Not this trip, anyway."

"You'll pay for that boy, ma'am, or I'll stop the train and put him off."

"All right; put him off if you think that's the way to get anything out of me."

"You ought to know the rules of this road, ma'am. How old is the boy?"

"I don't know. I never saw him before."—The Pathfinder.

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Our English publishers, Sampson Low, Marston, have sent us their spring school-book announcement. They feature the NEW WAY READERS, with these titles:

ARLO the FIDDLER
The CRACKER BOX
CLEMATIS
ANITA

You will recognize them as old friends, all except the CRACKER BOX, which is none other than our own ALLSPICE.

At least, we are happy to announce to our American school friends that the NEW WAY READERS will soon mean to British schools what the ARLO BOOKS already mean to American schools.

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ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

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Pittsburgh, Pa., 549 Union Trust Bldg.
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JOURNAL MAIL BAG

Degrees in Education

Editor, Journal of Education:—

I wish to commend your leading editorial in your issue of March 7, in which you discuss degrees in education.

For twenty years now at Normal we have given the degree Bachelor of Education and the State Normal School Board has stood firm in its decision to authorize this degree only, although my professional associates in the State Teachers Colleges of Illinois think A. B. in Education or B. S. in Education or some other misleading title, as it will be when the phrase "in Education" is suppressed, will bring us more prestige.

Three years ago in a commencement address Dr. Bagley told the girls graduating from Smith College that in ten years the degree Bachelor of Education with its pledge of service as given by the teachers colleges of the United States would be a much more honorable degree than the traditional A. B. or B. S. and devoutly I would say "so be it."

Very truly yours,
David Felmley.

Illinois State Normal University,
Normal, Illinois.

Our Bustling World

Editor, Journal of Education:—

Our human race seems surrounded by such an atmosphere of cloud and fog that it takes a bright idea as long to come to us as it takes the light of the most distant sun in the Universe to reach our earth. An entirely new illumination was focused to an angle that struck through the maze of today's conditions in an address at the First National Congress of Parenthood held in Los Angeles recently.

One speaker stated that we, parents and teachers, are confused and dazed by the novelties that have come into our lives all within our generation. The speaker suggested to us that these new things which distract us and help to complicate our world have belonged to our children from their cradles up, and so are not novelties to them, but natural for them, because our children are born into a world where these things are commonplace, and in our children's minds they do not produce a wild whirlwind of discordant notes.

Isn't this the sane light in which to view our bustling world today?

Mrs. H. H. Ward.

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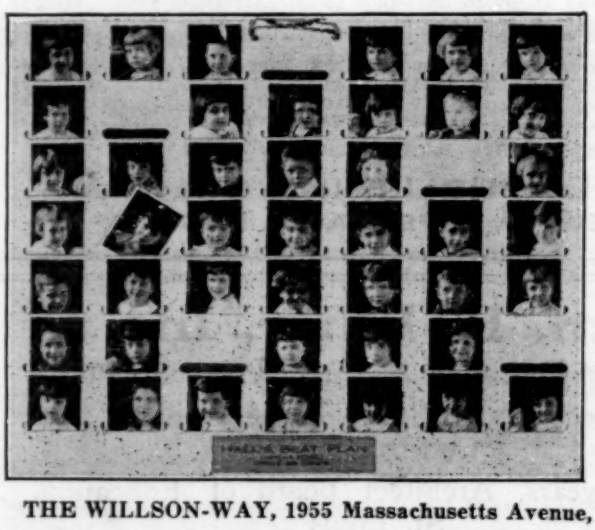

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Particularly significant, too, is the fact that this is the second award that the company has received in recognition of the excellence of its publications. The Panama-Pacific International Exposition held in San Francisco in 1915 presented the company with the Medal of Honor for Gregg Shorthand, Rational Typewriting, Office Training for Stenographers, and the magazine, "The Gregg Writer."

Meetings To Be Held

MARCH

31-April 2: Schoolmen's Week Sessions, University of Fennsylvania, Philadelphia.

APRIL

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

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